R E P O R T R E S U M E S

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A PROPOSAL FOR A MODIFIED JOB CORPS PROGRAM TO ACCOMODATE HIGH SCHOOL DROPOUTS OR POTENTIAL DROPOUTS IN THE SEATTLE PUBLIC SCHOOL DISTRICT--PROJECT INTERCHANGE. REVISION.

SEATTLE PUBLIC SCHOOLS, WASH.

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DESCRIPTORS- *SUPPLEMENTARY EDUCATIONAL CENTERS, *COUNSELING INSTRUCTIONAL PROGRAMS, *WORK STUDY PROGRAMS, *DROPOUT PREVENTION, ON THE JOB TRAINING, VOCATIONAL EDUCATION, BASIC SKILLS, DROPOUTS, FLEXIBLE SCHEDULING, INSERVICE TEACHER EDUCATION, INTERAGENCY COOPERATION, NONPROFESSIONAL PERSONNEL, MALES, EQUAL EDUCATION, STAFF UTILIZATION, LOW ACHIEVERS, PROGRAM COSTS, PROJECT INTERCHANGE, JOB CORPS, SEATTLE, WASHINGTON, NATIONAL EDUCATION ASSOCIATION, OFFICE OF ECONOMIC OPPORTUNITY

THIS PROPOSAL DESCRIBES AN INSTRUCTIONAL-VOCATIONAL PROGRAM FOR ABOUT 50 TEENAGE MALE STUDENTS WHO ARE EITHER LOW ACHIEVERS OR ACTUAL DROPOUTS. THE CHIEF PURPOSE OF THE PROGRAM IS TO ASSIST THESE STUDENTS TO COMPLETE THEIR EDUCATION OR TO BE MEANINGFULLY EMPLOYED. IN ADDITION TO RECEIVING INSTRUCTION IN READING, MATHEMATICS, VOCATIONAL, AND SOCIAL SKILLS, STUDENTS WILL BE PROVIDED WITH AN OPPORTUNITY FOR RELEVANT PART-TIME EMPLOYMENT. SCHEDULING, SUBJECT SELECTION, AND TEACHING TECHNIQUES WILL BE FLEXIBLE IN ORDER TO ACCOMMODATE THE INDIVIDUAL STUDENT. THOSE STUDENTS DEFICIENT IN ONLY CERTAIN CURRICULAR AREAS MAY RECEIVE REMEDIAL INSTRUCTION AT THE JOB CORPS CENTER WHERE THE PROGRAM WILL BE CONDUCTED WHILE CONTINUING TO ATTEND THEIR REGULAR PUBLIC SCHOOL. IN ALL PHASES OF THE PROGRAM COMPLETE EQUALITY OF OPPORTUNITY AND TREATMENT WILL BE ENFORCED. ON-THE-JOB TRAINING OF JOB CORPS GRADUATES AS EDUCATIONAL PARAPROFESSIONALS AND INSERVICE TRAINING OF TEACHERS ARE OTHER PROPOSED FEATURES OF THE PROGRAM. PROVISIONS WILL BE MADE FOR AN EXCHANGE OF SERVICES, IDEAS, AND EVALUATIVE RESEARCH BETWEEN THE SEATTLE SCHOOL DISTRICT, THE NATIONAL EDUCATION ASSOCIATION, AND THE OFFICE OF ECONOMIC OPPORTUNITY. (LB)

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PROJECT INTERCHANGE

May 29, 1967
(Revision)

UD005 706

Seattle Public Schools
Seattle, Washington

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to bring to the public schools of Seattle new approaches which are proving to be successful in helping educationally disadvantaged young men.

The purpose of Project Interchange has been to give Job Corps centers the benefit of the services, knowledge, and experience of good public school teachers and, in turn, to disseminate to school districts new ideas, methods, and techniques learned by these teachers from the Job Corps.

The project being proposed by the Seattle School District for the second year of this cooperative endeavor includes three aspects: These purposes are:

1. Development of a pilot school with an educational-vocational curriculum devoted to the special needs of dropouts and low achievers.
2. Dissemination to public education new ideas, techniques, and methods of instruction which have proven successful in educating these youths.
3. Motivation of culturally deprived adolescent boys to continue their education.

The program is designed to accommodate each student with a course of study that fits his individual needs. A great amount of flexibility is necesaary in any traditional school program, but for the discouraged low achievers even greater flexibility is necessary. For these students all aspects of scheduling, choice of subjects, and teaching techniques must be kept flexible enough to accommodate each individual's needs.

Through the Center the student will be provided an opportunity for part-time employment which is related to his school program. Part-time employment will provide another incentive for remaining in school and for making upward progress. The educational program would be making employment a successful experience by providing him with the basic educational skills

and work attitudes necessary.

An atmosphere must be provided that is relaxed and conducive to learning, yet removed from the traditional school structure where these students may have been subjected to embarrassment, ridicule, humiliation and failure. Club buildings could be temporarily adapted to provide the proper atmosphere until such time as the Seattle School District may determine it necessary to provide the program with permanent facilities.

This program, concerned with educational and employment advancements of Seattle students, is to be known as the Seattle Education Employment Center, or SEEC.

OBJECTIVES

For the Nation

1. To develop a modified live-at-home Job Corps-type education and work experience program appropriate to the public school setting.
2. To assist in the development of programs in other school districts experiencing similar social-educational problems.
3. To provide appropriate information to agencies, as requested, pertaining to educationally disadvantaged adolescent youths.
4. To provide a para-professional training program for Job Corps graduates with their adjustment problems when entering the Seattle area enroute to job placement.
5. To assist the NEA and OEO in screening and recruiting new teachers for service in Job Corps conservation centers.

For the Community

1. To provide the Seattle community with a public school educational-vocational program that will make it possible for culturally disadvantaged youths to adapt to the complexities of modern industrial society and big-city living.
2. To reduce the number of youth who are unable to acquire particular job skills because of educational deficiencies.
3. To increase the number of labor force trainees for industry.

For the School

1. To develop a pilot school using newly developed instructional techniques to help disadvantaged adolescent boys with their special education-vocational-social needs.
2. To assist dropouts to develop basic educational and vocational skills necessary for re-entry into the secondary school program or entry into satisfying employment.
3. To encourage low achieving adolescent boys and potential dropouts to remain in school.

4. To disseminate new ideas, methods, and techniques to administrators and teachers for helping disadvantaged students.
5. To provide a training situation for future teachers of Special Education in helping disadvantaged students.
6. To encourage administrators and teachers to incorporate the goals, philosophy, services, techniques, and materials of the program (SEEC) into their schools to help disadvantaged students.
7. To develop the Seattle School District owned 160 acre site into a science-nature outdoor classroom.

For the Student

1. To provide the basic reading and mathematics skills necessary for successfully continuing an educational program in the public schools of Seattle.
2. To provide the basic reading and mathematics skills necessary for obtaining and retaining present-day jobs.
3. To provide the basic reading and mathematics skills needed to become a useful and productive member of the community.
4. To provide appropriate vocational skills training and related work experience opportunities to prepare him for obtaining and retaining a job.
5. To provide the "World-of-Work" social and functional skills necessary for obtaining and retaining a job.
6. To provide opportunities for developing social skills and attitudes needed for coping with life and everyday involvement in a complex society.
7. To provide the basic reading and mathematics skills necessary for acceptance into the military service.
8. To provide a driver education program which will qualify him for a Washington State driver's license.

PROGRAM DESCRIPTION

Nature of the Program

The Seattle Educational Employment Center (SEEC) will require the creation of an education-work-counseling program designed to accommodate approximately fifty male students, ages 16 to 18, in a centrally located Boys' Club or similar facility in Seattle, Washington. The purpose of the program will be to help low-achieving young adults and potential dropouts to remain in school, and to assist dropouts in determining and accomplishing meaningful goals. Goals for the dropout could include re-entry into high school, entering a trade school, increasing employability, or entering military service.

The building and facilities will be available between the hours of 8:00 a.m. and 2:00 p.m. A flexible schedule for teachers and students is necessary. The teachers' time could be used, in many instances, to advantage to serve as resource speakers, consultants, curriculum planners, assistants in the selection and training of staff, neighborhood-home contact people, and demonstration teachers. Students will need a flexible schedule to allow for home or job responsibilities. Some students will not need to avail themselves of the entire program offered because of satisfactory achievement in particular areas. A flexible schedule will permit these students to obtain the larger part of their education in the public school and yet receive assistance in deficient areas in the Seattle Education Employment Center (SEEC).

Since the students will have attained different levels of achievement in the various subjects, the program must make it possible for each student to continue his educational program according to his individual needs. The curriculum will be developed with continuous evaluation, which meets the needs of the students and the school system.

A program that is capable of meeting many various requirements must break

from the traditional school-year concept, that of having predetermined dates for entry and completion. To be most effective, the program must operate on a year-round basis. Summer vacation and other extended holiday periods, with the exception of actual holidays, must be made available to accommodate the needs of students.

Equal Opportunity for Enrollees

Seattle Education Employment Center (SEEC) will comply with the Civil Rights Act of 1964 in that it will provide equal opportunity and treatment for all enrollees. There shall be no racial segregation or discrimination of any kind with respect to room assignments, class scheduling, eating arrangements, training assignments, working assignments, or any other activity.

Provisions for Continuing Seattle-NEA-OEO Cooperation

Seattle Education Employment Center (SEEC) will make provision for the maintenance of a continuing exchange of services, creative thought, and evaluative research between the Seattle School District, the National Education Association, and the Office of Economic Opportunity as follows:

1. SEEC will cooperate in an exchange of curriculum materials and teaching techniques which are subsequently developed by the NEA, OEO, or SEEC for educating culturally disadvantaged youth. In addition, SEEC desires to have continued access to the services of the McGraw-Hill Associates curriculum consulting services and other private firms as needed.
2. SEEC will conduct continuing evaluative research relative to the education and development of culturally disadvantaged youth and will cooperate with the NEA and OEO in an exchange of such data.
3. SEEC will simulate Job Corps education and work conditions for students who, due to deficiencies in basic education or maturity, would not benefit from on-the-job training. These students will be enrolled in basic education classes in the morning and, in the

afternoon, will work on the 160-acre Seattle School District tract or in other work-experience programs created within the District. Appropriate compensation will be paid those participating in this part of the program.

4. SEEC will utilize Job Corps graduates who have completed basic education as para-professionals to assist the teachers in the basic education classes. This would create an interim activity between Job Corps graduation and final employment.

5. SEEC will provide a counseling and guidance service for Job Corps graduates employed or residing in the Seattle-King County area in matters concerning job relocation, employer-employee relationships, urban living, social adjustment, and responsible citizenship.

6. SEEC will assist the NEA and OEO in screening and recruiting new teachers for service in Job Corps Conservation Centers thus confirming its support of a continuing "Project Interchange."

PROGRAM DESIGN

Beginning

The Seattle Education Employment Center is scheduled to begin its operation in September, 1967.

Target Group

Any boy 16 through 18, who is a resident of the Seattle School District, and is a low achiever, dropout, or potential dropout will be eligible for enrollment in the Seattle Education Employment Center (SEEC). The main qualifications are that the student must want and need the program and can gain from the experience.

To understand more completely the type of student who would be eligible for this program, it is necessary to become familiar with his economic and cultural background. SEEC will serve the needs of students whose background would be similar to Job Corps youths. In general, this type of student may be described as follows:

> He is seventeen, unemployed, and looking for work. He has finished ninth grade and has been out of school eleven months. He has less than a sixth-grade reading and arithmetic achievement level. He comes from a family of six, which lives in crowded, substandard housing, and his parents are unemployed or hold an unskilled job. He lacks self-discipline and work skills, and he is the victim of an environment which has made his adjustment difficult.
>
> More than three-fourths of the students will come from families in which parents hold unskilled jobs; approximately one-half from over-crowded homes which are in substandard condition; one-half from families in which the primary wage earner is unemployed and on relief; one-half from families in which both

parents have less than an eighth grade education; and more than one-third from homes in which a parent is seriously ill. Many of these students will never have had the benefit of medical or dental care.

More than one-half of the students will have no police record and no record of misconduct in school; about five percent will have a record of some anti-social behavior such as petty theft and vandalism; less than three percent will have a record of serious offenses.

It is expected that not more than one-half of the students who will be enrolled in SEEC will have been employed for four or more months. They lack the proper tools with which to find and hold meaningful jobs. Typical among occupations they have held are those of a dishwasher, peddler, usher, busboy, bootblack, carwasher, and unskilled laborer. Approximately one-half of the expected enrolled will come from families which are the recipients of local, state, or federal welfare assistance.

Without their participation in a Job Corps or SEEC program, these students would likely remain on the bottom rung of society, on welfare, in correctional institutions, in unemployment lines, and become a drain on the resources of the community and the nation in their unsuccessful attempts to find a meaningful place in our democratic system.

It is expected that more than one-half of the students who will be enrolled in SEEC will have completed the ninth grade. Of the more than one-half who will have attempted to enter the armed forces, none out of ten will have been rejected. Approximately one-third of the enrollees will have been out of school for six months or less; one-fourth from six months to one year; and one-fifth from one to two

years. The median reading and mathematical level of the target group will approximate sixth-grade achievement.

Regular schooling could not reach these youths for one reason or another. Due to the increasing complexity of the secondary-school curriculum, this student has reached a plateau from which he cannot progress without special instruction which would develop basic skills in certain educational areas such as reading, mathematics, verbal communication, and proper work habits and attitudes. Without this instruction he will lack the educational and social skills needed for upward mobility.

Program Procedure

Specific procedures which will be used to accomplish the education of the previously described students are explained in detail under the Program of Instruction section of the proposal. However, in brief, the program will be flexible enough to permit research and experimentation when deemed necessary to meet the needs of the student. It will be a programmed, individual, and tutorial approach with emphasis on allowing the student to proceed at his own speed, working out his subject matter problems and personality difficulties in an atmosphere of understanding and tolerance. Lectures will be held to an absolute minimum and will more closely resemble group counseling sessions in which the goal is not so much to impart great amounts of information in a short period of time, but to elicit individual in-depth responses to the problem being considered.

Overall Center Operation

The operation of this center will be internally and externally oriented in that, although the buildings and facilities will be available between the hours of 8:00 a.m. and 2:00 p.m. for classroom instruction, a major effort will be expended by program personnel as resource speakers, consultants, and curriculum planners to the Seattle School District, local, state, and

national districts as the need arises. Additional responsibilities will be the training of teachers, orientation of administrators, demonstration team operations, and guiding efforts of practice teachers in institutions of high learning and at the center. These responsibilities and activities are designed to most effectively utilize the comprehensive experiences gained from the Job Corps Project.

Internal Center Operation-Teacher Training

The internal operation of this center will include two main functions. The primary purpose will be to provide basic education and employment skills for the dropout and potential dropout. The specific manner in which this is to be accomplished is contained in the "Curriculum" section.

The secondary purpose will be to provide orientation for administrators in schools having a special education program, and to provide training for teachers currently involved with remedial education in the basic skills area. They will be exposed to a continuing influx of fresh, creative materials and techniques which will offer supplemental alternatives to their remedial programs. This center will serve as the focalpoint for the latest in special education techniques which are in actual operation. It is anticipated that schools will be able to release these teachers to report to the center and participate for periods of time, which could be from one day to one week, depending upon the need. During this time, the teacher may develop new techniques and materials by actually teaching classes under the guidance of "Project Interchange" personnel, participating in informal discussions, attending lectures, and being stimulated to define problems and suggest possible solutions to the dropout-low achiever problem. Anticipated are trips to poverty areas, interviews with parents, and explorations into sociological and psychological aspects of the dropout. In short, every effort will be made to make the "in-service training program as stimulating, creative, and productive as possible.

Internal Center Operation-Administrator Orientation

The orientation of administrators will be in a similar environment. However, the program will be designed more toward acquainting the participants with the goals, philosophy, and services of the center than extensive training in reading and mathematical instruction. Areas which would receive emphasis will be the following: flexible scheduling programs designed to meet the needs of the low-achiever, dropout, and potential dropout student; attitudinal changes from traditionally static interpretations of curriculum and classroom to dynamic programs involving a "community classroom" concept; problems of appraising individual school capabilities to determine effective programs in relation to community need and staff resources; general information on which "Project Interchange" personnel to contact for information, demonstrations, assistance and material in various areas of need.

Internal Center Operation-Para-Professional Training

Parallel to the in-service teacher training program could be the training of Job Corps graduates. These young men will function as para-professionals in the classroom by assisting the teacher in grading papers, filing, recording, reading, and occasionally teaching specified areas of difficulty such as phonetic techniques, word attack skills or mathematics fundamentals. In the field they will assist the work leaders in instructing students in proper work attitudes, skills, and techniques. They will receive compensation for their assistance in the program. They will come to the center from Job Corps centers throughout the United States. They could work in the program and live at the Y.M.C.A. while getting adjusted to their new environment. Every effort will be made to acquaint them with the benefits of continuing education in the institutions in and around the Seattle area.

Internal Center Operation - Student Teacher Training

Selected students from the various institutions of higher education, who have expressed a major interest in special education work with this type of youth, would be permitted to receive related experiences at the center.

External Center Operation - Project Interchange Personnel

Working out of the Center, Project Interchange personnel will demonstrate the previously described techniques in the classrooms of the District. The actual teaching at the Center will be accomplished by Project Interchange personnel and additional screened staff as added to the program according to funds available. The mobility of Interchange personnel must be flexible, thus allowing their experiences and techniques to be disseminated throughout the District and elsewhere as needed.

Thus, the Seattle Education Employment Center will serve a variety of pressing needs:

1. It will function as a basic skills center for the dropout, potential dropout, and low-achiever for the purpose of either re-entry into school or into an occupation, or the military.
2. It will make available to school districts, demonstration teachers, materials and techniques for assimilation into existing programs.
3. It will operate "teaching-time blocks" at the center for classroom teachers currently confronted with low-achiever and deprived youth problems.
4. It will provide a training experience for future teachers of special education and thus assure a source of trained specialists alert to the problems of the Seattle District.
5. It will provide a para-professional training program for Job Corps graduates and assist with their adjustment when entering the Seattle area en route to job placement.

Community Relationship

The relationship of this program to the community will be two-fold in that interaction would exist both 'within' and 'without' the classroom. At the Center, community assistance will be solicited to obtain additional help within the classroom. For example, readily evident is the great need for oral reading in this program. With a class of ten students, it is not uncommon to have ten different reading levels in operation at one time. Obviously, only very limited oral reading can be conducted. More efficient expenditure of time can be achieved when community volunteers sit down on a one-to-one basis and listen to the students read their selections orally. In this manner problem areas can be pinpointed quickly and student interest maintained on a high level.

Community interaction 'without' the classroom is also an essential learning experience. Here the student is able to relate to certain segments of society, which, in the past, may have posed threats to him. The student relates to the community by performing a variety of charitable tasks for which he is compensated by praise, recognition, and acceptance by the community. Successful compensations might include the following: Sunday or evening meals with a family; guest at a sporting event accompanied by community members; camping trips with a family; participation in Sunday worship at a local church. Efforts along these lines serve to help him relate to authority figures and people of different socio-economic status with mitigated feelings of deprivation and hostility.

An integral portion of this program will permit students to learn through "discovery projects" which would view the community as a classroom. Students would be brought into direct contact with universities and colleges and be permitted to attend lectures which pertain to economic employability or future job adjustment from specialists in economics, sociology, business administration, and psychology. They will also be exposed to some negative aspects by

observing unemployment lines, correctional institutions, enforcement agencies, and talking to officials in charge.

Seattle Education Employment Center (SEEC) will fit into the community's total education pattern by providing a possible answer to the immediate problem of the dropout, potential dropout and low-achiever. However, equally important it will provide teacher training facilities at the Center in a classroom setting for both present and future teachers. The educational philosophy of the Center will provide a continuing flow of fresh, creative ideas, techniques, and materials. This will assure the community of an all-out effort to meet the challenges presented in educating the disadvantaged students of today so they will not become the poverty tenants of tomorrow.

PROGRAM OF INSTRUCTION

The program's initial curriculum will closely parallel the basic curriculum as presently being used by Job Corps. The basic education program would be aimed at improving reading and arithmetic skills by means of specially designed educational materials and techniques. Entry tests will indicate the student's level of achievement and provide the starting point in the curriculum from which he is most likely to be successful. He proceeds through the program at his own rate of development.

As the needs of the students in the Seattle area are more clearly determined, additions, revisions, and deletions of subjects will undoubtedly occur within the curriculum. In addition to basic arithmetic and reading, the curriculum will include vocational training, intensive counseling, and classes in gym, world of work, and driver education. Descriptions of each area are given below:

Programmed Reading

The reading program commences with a phonetically based system of programmed learning. A student is introduced to reading by acquainting him first with selected alphabetical symbols, then with the relationship of these symbols to sounds of words. This procedure is part of the pre-reading program and is designed basically for the nonreader.

When the sound symbol conceptual relationship has been established, the student progresses to a programmed primer which introduces him to the programmed learning system. After this system is understood, the student begins work in books 1 through 7 of the Sullivan Associates Programmed Reading series, where he is exposed to a phonetically consistent progression of words contained in sentences of increasing complexity.

There are 21 separate books which are programmed. The student begins in the book which corresponds with his placement test recommendations, works at

his own speed and is in competition with himself. Upon completion of the programmed reading course, the student will have a reading vocabulary of approximately 2,000 words, and will understand phonetic and other techniques of word attack skills.

Intermediate Reading

This class will provide reading instruction for students working in books 8 through 21 of the Sullivan Associates Programmed Reading series, and in levels one and two of Graded Reading. Intermediate Reading adds elements of increased mobility to students in the reading program, additional increments of individual instruction in word attack skills for students who have begun to work independently in the reading program, and orientation to the Graded Reading program which follows. Class size should not exceed eight students.

Graded Reading

This is a program of basic reading education designed to improve the reading performance of students whose reading skills fall between grade levels three and nine. Materials published by Educational Developmental Laboratories, Reader's Digest Services, Inc., and Science Research Associates, Inc., supplement individualized instruction techniques aimed at building reading ability. The teacher-pupil ratio should not exceed 8-1. Classes larger than eight will require the assistance of a full-time, adult teacher aide. Ultimate goals are to improve the reading performance of students so that they can use a library and read an average book, magazine, vocational training manual, or newspaper.

Mathematics

The mathemstics program will teach students a variety of basic skills serving as a gateway to many types of employment. Trainees can enter the curriculum with only the ability to count whole numbers from 1 to 10. They learn to perform addition, subtraction, multiplication and division with whole numbers up to five-place digits; to work with fractions; and to work with two-and three-place decimal numbers. In addition, they learn to convert percentages

to decimals and fractions, identify basic geometric forms, and convert from one linear measurement system to another.

Much of the materials the student uses is self-instructional. The major advantage of these materials is their flexibility in offering instruction on an individual basis. A student is taught only those parts of the curriculum in which he needs training. The system operates on an ungraded basis, with an intricate system of individual placement through prediagnostic and diagnostic tests. Once he has been placed, the student progresses at his own rate of speed. He is contimually required to make active responses. At frequent intervals he takes a variety of tests which evaluate not only his performance, but also the performance of the instructional system.

As the student progresses, he relies upon the instructor for many kinds of assistance. Guidance must be given, test results evaluated, motivation supplied, and special instruction undertaken.

Driver Education

Driver Education will be adapted from the Seattle School curriculum to meet the needs of the students.

Group Recreation

An unscheduled recreational program will be utilized at the discretion of the individual instructor to meet the needs of students when they would profit from supervised physical and recreational activities.

World of Work

The World of Work curriculum is designed to help an individual develop the social skills necessary to obtain a job and the attitudes and personal habits to keep that job. This curriculum is divided into five subject areas: success on the job; skills, apptitudes, and interests; exploring job opportunities; handling money; and getting a job. Success on the job is the underlying theme and is emphasized in all of these areas. At the completion of this course, it is hoped the individual will have a better understanding of the human relation aspects of job-seeking and job-keeping.

Vocational Training - On-the-job training

Each student, as he enrolls in the program, will be asked about his vocational interest or choice. This information then will be used to select a part-time job for that enrollee. His vocational training will then consist of on-the-job training in the occupation in which he has expressed an interest. The on-the-job training approach of this program will have a two-fold purpose. One will be to help keep the initial cost of the program down by eliminating the need for a series of expensive vocational shops. This approach will also help to motivate the students in the program by giving them an opportunity to learn the occupation of their choice and provide them with a little spending money. Also, teacher-coordinators and counselors of the vocational program will have the responsibility of assisting or aiding each student with problems he might have with his job. These problems might range from personal appearance to job information or know-how.

Vocational Training - Simulated Job Corps Work Experience

The work program on the 160 acre site near Fall City, Washington, is intended to develop a sense of responsibility and worth within each student. Work projects will prepare the site for field trips and nature studies. For example, a group of students might be given the job of preparing an exhibit of ferns. Under the guidance of a work leader, they would select a location, prepare the exhibit, and build suitable all-weather trails to that exhibit. A project of this nature would not be difficult, and the students would experience success in a relatively short period of time. This early success is the key to developing a positive self-concept in students that have experienced so much failure. After a few simple projects, the students would gradually be given more responsibility in developing work projects. Each project completed fits into a master plan for the site that would benefit the Seattle school children by providing an outdoor science-nature classroom. With this goal in mind, students should feel that their project is really worthwhile. At such time

when the student or corpsman has developed the sense of responsibility or maturity to benefit from the "on-the-job training," he would be reassigned to employment in Seattle.

Counseling

The program depends for its success not only upon what the student is taught, but also upon how he is motivated to accept and use what he learns. The process of motivating the trainee begins when the individual asks himself the following questions: "What am I now? What would I like to be? What are the ways of closing the gap between what I am and what I would like to be?" Ultimately the student must answer these questions for himself. Naturally, every staff member works at motivating the trainee, but the Guidance Counselor has the particular responsibility of seeing that the student is guided consciously and effectively toward a realistic self-assessment. The entering trainee may not be able to articulate his goals adequately, but in the center he will be working steadily, meeting responsibilities, and experiencing -- perhaps for the first time -- fairly consistent rewards for good performance. The counselor will use these training experiences to develop a motivational system that can be used not only while the trainee is at the center, but also after he leaves the program.

The Curriculum

The curriculum for a student might include the following program:

1. Basic Skills
    a. Reading
    b. Mathematics
2. World of Work
3. Driver Training Education
4. Physical Education

The Daily Schedule

The typical daily schedule will be as follows:

Education	8:00 a.m. to 2:00 p.m.
Work	12:30 p.m. to 4:30 p.m.

The education program will take this student back to his educational level where he can succeed, and through program learning, individual help, and motivation, try to get him to understand himself, and to proceed to a better understanding of values, goals, and education.

The work program will consist of placing boys with industry for on-the-job training at a minimum wage supplied by industry. This will be done by contacting industry and explaining the program, its purpose, and its goals.

ADMINISTRATION AND PERSONNEL

Program Director

Assumes responsibility for the planning, development, administration, and evaluation of the basic education program, vocational training, and counseling services.

Directs general program of studies, including subject matter presented, methods of instruction employed, and facilities utilized.

Directs, in cooperation with staff members, the modification, testing, evaluation, and adaptation of existing instructional materials to meet the varying needs of students.

Maintains constant liaison and consults with School District personnel, the community, professional and social organizations to develop an understanding and support of the program.

Senior Instructors - Reading and Mathematics

Assists in the design and implementation of the Seattle Education Employment Center reading and mathematics programs.

Serves as a classroom teacher in the reading program on a half-day basis.

Serves as a reading and mathematics curriculum consultant for other reading instruction in the Seattle School District.

Assists in the selection and training of reading and mathematics to be assigned to SEEC and other schools throughout the District.

Serves, in a resource capacity, as specialists in working with culturally disadvantaged youth.

Demonstrates materials, methods, and techniques to other reading and mathematics teachers of the Seattle District in their classrooms, and other agencies or districts as requested.

Assists in para-professional Job Corps graduate training program.

Assists in the development of various public relations releases and presentation to school and community groups, radio, television, and the press.

Attends appropriate conferences and workshops dealing with curricular and instructional developments.

Vocational Education Coordinator

Assumes responsibility for developing and demonstrating the "World of Work" curriculum.

Participates in the in-service training of appropriate Seattle teachers in vocational education.

Assists in development of special vocational education curriculum for students who have been assigned to the Seattle Education Employment Center.

Contacts potential employers regarding jobs for SEEC students.

Coordinates employment program to insure appropriate on-the-job adjustment and training.

Assists in planning and implementing work-experience program at the Seattle School District's Fall City property (or other work-experience programs which may be developed).

Assists in the on-the-job follow-up of Job Corps graduates in the Seattle area.

Assists in the public relations program of the Seattle Education Employment Center.

Counselor

Directs guidance and counseling program for all students in education, vocational, and personal-social adjustment.

Aids in the selection of staff.

Directs screening and enrollment of students.

Analyzes background of each student.

Administers appropriate testing program.

Recommends suitable program for each student.

Provides orientation for each entering student.

Maintains continuing interpretation and evaluation of progress of each student in his individualized program.

Conducts appropriate follow-up study programs.

Maintains appropriate statistics and records for purpose of evaluating and improving the program.

Maintains contact with homes of students.

Teacher-Aides

Assists in the instructional program as directed by senior instructors.

Assists in the recreational program as directed by senior instructors.

Prepares appropriate materials and equipment.

Provides appropriate supervision of students as directed.

Maintains appropriate records and files as directed.

BUDGET

The proposed optimum budget is based upon the assumption that funding, in addition to local District financing, will be available.

Project Interchange provides only for the salaries of the six members of the Seattle School District who have participated in the first year of the two year project. These positions as listed in the budget below include the following positions: program director (1), senior instructors (3), vocational coordinator (1), Counselor (1).

If additional financing resources are not available, a very moderate program will be conducted, relying on funds available for regular school support. Aspects of the program involving work experience projects at the Cleveland site, extended staffing, and purchase and rental of appropriate equipment would be sharply curtailed or eliminated.

Seattle Acct. #	Description	Unit Cost	Total Cost
	Employee Benefits		
1601.2	FICA - 25 corpsmen	$ 450.00	
1609.2	Ind. Ins. - 25 corpsmen	300.00	
1601.2	FICA - Staff	4,430.00	
1609.2	Ret., Health, Ind. Ins.,-Staff	4,035.00	$ 9,215.00
	Salaries (12 months)		
1612.2	Program Director (1)	$14,500.00	
1614.2	Senior Instructors (3)	31,500.00	
1614.2	Vocational Coordinator (1)	10,500.00	
1614.2	Junior Instructors (3)	25,500.00	
1615.2	Counselors (2)	21,000.00	
1615.2	Social Worker (1)	8,500.00	
1615.2	Para-Professionals (Teacher Aides for Instruction, Counseling, and Recreation)	14,250.00	

Seattle Acct. #	Description	Unit Cost	Total Cost
	Salaries (con't)		
1617.2	Secretary (1)	$ 5,100.00	
1619.2	Adult Work Leaders Wages	8,000.00	
1619.2	Corpsmen (25) Wages	10,000.00	$ 148,850.00
	Supplies, Materials, Books		
1621.2	Office Supplies (stamps, etc.)	750.00	$ 750.00
	Instructional Supplies		
1622.2	Instructional Materials (Misc.)	4,585.00	
1622.2	World of Work (Vocational)	1,000.00	
1622.2	Driver Training	1,000.00	
1622.2	Counselors Testing Materials	300.00	
1622.2	Classroom Supplies (paper, etc)	500.00	
1622.2	Staff Library Materials & Booklets	750.00	
1625.2	Audio Visual Equipment (movies, film strips)	1,000.00	$ 9,135.00
1626.2	Welfare (Food, Clothing & 1st Aid Supplies)	4,325.00	$ 4,325.00
1643.2	Telephone & Other Communications	500.00	500.00
1646.2	Rental of Equipment		
	Movie Projectors (2) ($20 per mo.)	480.00	
	Film Strip Projectors (2) ($5 per mo)	120.00	
	Screens (2) ($1.00 per mo.)	24.00	
	Slide Projectors (2) ($5 per mo.)	120.00	
	TV Set (1) ($30 per mo.)	360.00	
	Portable Blackboards (3) ($5 per mo.)	180.00	

Seattle Acct. #	Description	Unit Cost	Total Cost
1646.2	Rental of Equipment (con't)		
	Typewriters (4) ($18 each per mo.)	$ 864.00	
	Secretary Desk (1) ($5 per mo.)	60.00	
	Executive Desk (1) ($4 per mo.)	48.00	
	4-drawer File Cabinets (5) ($2.50 per mo.)	150.00	
	Storage Cabinets (4) ($3 per mo.)	144.00	
	Executive Chair (5) ($1 per mo.)	60.00	
	Secretary Chair (1) ($1.50 per mo.)	18.00	
	Tape Recorders (2) ($20 per mo.)	480.00	
	Dictaphone & Transcriber (1) ($39 per mo.)	468.00	
	Teachers Desks (4) ($4 per mo.)	192.00	
	Book Cases (6) ($2 per mo.)	144.00	
	Student Desks (30) ($2.00 per mo.)	720.00	
	Student Chairs (30) ($1,00 per mo.)	360.00	
	Copy Machine (1) ($20 per mo.)	240.00	
	Desk Lamps (6) ($1.00 per mo.)	36.00	
		$5,268.00	$ 5,268.00
1647.2	Consultants and Medical Help	3,000.00	$ 3,000.00
1651.2	Local Travel		
	Director	400.00	
	Counselors	800.00	
	Social Worker	400.00	
	Instructors	400.00	
	Vocational Coordinator	500.00	$ 2,500.00
1652.2	Extended Travel	600.00	$ 600.00

Seattle Acct. #	Description	Unit Cost	Total Cost
1657.2	Field Trips & Other Travel		
	10 @ $80.00 per day	$ 800.00	
	Travel to and from 160 Acre Job Corps Site	1,100.00	$ 1,900.00
1667.2	Liability Insurance		
	50 Students @ $3.00 each	150.00	
	Liability on Bus	500.00	$ 650.00
1674.2	Repair & Maintenance of Equipment	2,000.00	$ 2,000.00
1675.2	Moving Equipment	500.00	$ 500.00
1682.2	Equipment		
	20 Seat Bus (including license)	7,000.00	
	Hand Tools	2,000.00	
	Portable Classroom for Storage, office etc. at Job Corps Site	12,000.00	$ 21,000.00
1694.2	Rental of Wallingford Boys' Club (Including utilities & custodial)	6,075.00	$ 6,075.00
	SUB TOTAL	216,268.00	$ 216,268.00
1649.2	Evaluation of Project (3% of sub total)	6,488.00	$ 6,488.00
1698.2	Administrative Costs (5% of sub-total)	10,813.00	$ 10,813.00
	TOTAL	233,569.00	$ 233,569.00

EVALUATION

Evaluation of the Job Corps Program will be primarily based on determinations of the extent to which the stated specific objectives have been reached, by assessing the extent and direction of change in skills, attitudes, and actions.

1. Student progress in and attainment of requisite basic reading and mathematic skills will be measured by appropriate, suitable standardized, objective tests.
2. Evaluation of the instructional methods will be continuing and based on student progress, comparative data from similar schools, and, where indicated, innovative research.
3. Success of the driver education program will be evaluated in terms of the drivers' licenses obtained and subsequent driving records of the trainees.
4. Evaluation of the "World-of-Work" social and functional skills development program will be based on the actions and attitudes of the trainees as measured by reports from employers and instructors.
5. Evaluation of the vocational experiences curriculum will be continuing and will be based on the results, comparative studies of similar programs, and innovative research.
6. Holding power of the Job Corps for the trainees, reentry rates into the secondary school program (and retention rates therein), entry rates of Job Corps graduates into industry, the military, and post-graduation training will also be utilized as evaluative criteria.

SCHEDULE FOR PROGRAM DEVELOPMENT AND IMPLEMENTATION

1967	March	15	Submittal of Project SEEC to OEO and Seattle School Board
	May	1	Project Interchange evaluation and recommendation to NEA
	June	1	Job Corps evaluation and recommendations for MJCCC and OEO
	June		First Project Interchange Conference
	September	5	Preparations for Program SEEC
	October	15	Begin screening and selection of students
1968	March	1	Six months evaluation of Program SEEC
	March	15	Proposals for ensuing year for Program SEEC
	June		Second Project Interchange Conference
	August	1	One-year evaluation of Program SEEC

(The attendance of SEEC personnel at conferences and seminars pertaining to related aspects of the Center's program would be provided for as the scheduled dates are announced.)